

# **New Jersey Core Curriculum Content Standards for World Languages**

## **INTRODUCTION**

### **The Vision for World Languages Education**

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research—an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 150 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer—one that includes the study of world languages—can the goal of leaving no child behind be achieved.

The New Jersey Core Curriculum Content Standards for World Languages envision all of New Jersey’s students prepared for the demands of an interdependent world by:

- Teaching world languages for communication;
- Heightening students’ linguistic and cultural awareness of their local, state, and world community;
- Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- Preparing students for using a world language(s) in whatever career choices they make.

The spirit and intent for second language education in New Jersey revolves around what takes place in the learning environment. If the goal of communicative-based language instruction is to prepare students for authentic language use in the real world, then the organization of curriculum and instruction should reflect those purposes. As more New Jersey teachers incorporate the goals of the standards and the knowledge of how children best learn languages into their teaching, educators and parents should be able to see:

**Students enthusiastically engaged in meaningful, motivating, and cognitively challenging activities.** Children are excited about their ability to understand and be understood in a second language and are encouraged to use language in activities embedded in authentic, real-life contexts and connected to content learned in other core areas.

**Students actively using language rather than memorizing vocabulary lists and analyzing grammatical concepts.** Students are interacting with one another and their teacher, and

communicating about things that interest them. Rote exercises have been replaced by tasks that require learners to find ways to communicate meaning beyond classroom walls.

**Students being assessed by a variety of assessment strategies.** Because effective language learning is meaningful, enjoyable, and interactive, assessment reflects a similar focus. Classroom instructional activities mirror assessment tasks and track student progress through portfolios, journals, performances or multimedia presentations that focus on authentic performance tasks, not just traditional pencil-and-paper tests. This allows students to revisit their work and critique their own progress, and most importantly, to become more involved in their own learning.

### **The Necessity of the Vision**

Despite progress in the last decade toward communicative-based instruction in world languages, grammar continues to be the key organizing principle in most language classrooms in the state. This emphasis on the learning of the language system to the exclusion of meaningful, interactive activities in the classroom has led to frustration and dissatisfaction of students. As a result, many students perceive that they do not have the ability to learn to speak a second language and feel that world languages will never be useful in their lives. Many adults acknowledge that although they took two or more years of a world language and obtained high grades on grammar examinations, they are unable to speak the language at all. In this country, world language study to date has resulted in few people who can engage in meaningful interactions in a variety of settings in the language studied.

The focal point of standards-driven language instruction is communication, and grammar plays a supporting role to communication needs. However, a language curriculum that focuses on grammatical mastery as the primary basis for instructional activities will not serve the needs of students. It merely proliferates the false assumption that only college-bound students can be successful language learners. Most significantly, it promotes disparities of equity and access to language learning for the great majority of our students. All New Jersey students should be given the opportunity to achieve a high level of proficiency in a world language and be able to converse in a language(s) other than English by the time they complete high school.

### **Time to Meet the Vision**

While numerous factors contribute to the acquisition of a second language, two key factors are *time and intensity* or length and quality of instruction. Because providing a *thorough and efficient education* remains a priority in New Jersey schools, all students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards. Success for all students in world languages depends not only on specifying the appropriate content, but also on establishing learning environments that facilitate student learning of a world language (i.e., classes meet consistently for multiple times per week throughout the school year).

The number of years spent studying a language will impact the degree of proficiency that we can expect learners to attain. In 1998, the American Council on the Teaching of Foreign Languages (ACTFL) released performance guidelines for K-12 learners. This project outlined what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate and advanced (terminology originally developed for the *ACTFL Proficiency Guidelines*, 1982) with ranges specified within each level. The standards and indicators developed here are based upon and reflect an understanding of the stages of novice, intermediate, and pre-advanced language proficiency.

While the department does not prescribe the number of minutes of instruction per week to achieve these standards, it recognizes that students will not have sufficient opportunities to learn without scheduled instruction.

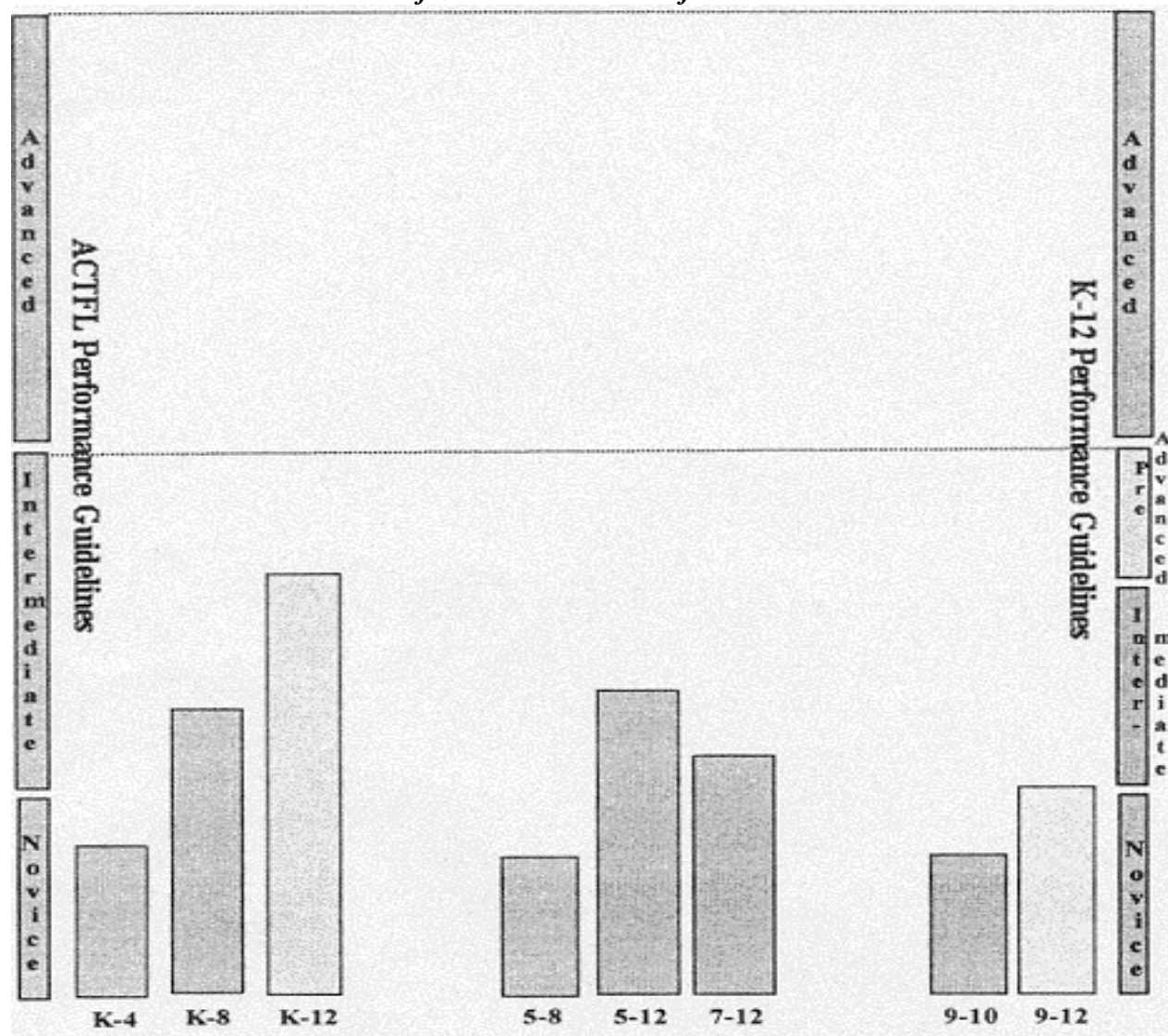
**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES  
LEARNER RANGE DESCRIPTIONS**

<b>Level</b>	<b>Student Performance Outcomes</b> At this level it is expected that students can:	<b>Content</b> Content at this level often includes some combination of the following topics:
<b>Novice-Mid</b>	<ul style="list-style-type: none"> <li>• Use short sentences, learned words and phrases, and simple questions and commands when speaking and writing</li> <li>• Understand some ideas and familiar details presented in clear, uncomplicated speech when listening</li> <li>• Understand short text enhanced by visual clues when reading</li> <li>• Communicate effectively with some hesitation and errors which do not hinder comprehension</li> <li>• Imitate culturally acceptable behavior used in the content examples</li> </ul>	<ul style="list-style-type: none"> <li>• The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, clothes, and pets and animals</li> <li>• Beyond self: geography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, colors, numbers, days, dates, months, time, food and customs, transportation.</li> </ul>
<b>Novice-High</b>	<ul style="list-style-type: none"> <li>• Use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening</li> <li>• Create simple paragraphs when writing</li> <li>• Understand important ideas and some details in highly contextualized authentic texts when reading</li> <li>• Demonstrate increasing fluency and control of vocabulary</li> <li>• Show no significant pattern of error when performing functions at the novice-low (K-2) level</li> <li>• Communicate effectively with some pattern of error, which may interfere slightly with comprehension of functions performed at this level</li> <li>• Understand oral and written discourse, with few errors in comprehension when reading</li> <li>• Imitate culturally appropriate behavior when working with the functions at this level</li> </ul>	<ul style="list-style-type: none"> <li>• The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, sizes and quantity, and pets and animals.</li> <li>• Beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, numbers, time, food and customs, transportation, travel, and professions and work.</li> </ul>
<b>Intermediate-Low</b>	<ul style="list-style-type: none"> <li>• Use strings of sentences when speaking</li> <li>• Understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when learners</li> <li>• Create simple paragraphs when writing</li> <li>• Acquire knowledge and new information from comprehensive, authentic texts when reading</li> <li>• Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning</li> <li>• Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation</li> <li>• Generally use culturally appropriate behavior in social situations</li> <li>• Are able to understand and retain most key ideas and some supporting detail when reading and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• History, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields</li> <li>• Career choices, the environment, and social issues</li> </ul>
<b>Pre-Advanced</b>	<ul style="list-style-type: none"> <li>• Use simple discourse in a series of coherent paragraphs when speaking</li> <li>• Understand most authentic spoken language</li> <li>• Create a series of coherent paragraphs when writing</li> <li>• Engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary</li> <li>• Use culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate</li> <li>• Are able to understand and report most key ideas and some supporting detail when reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of broader cultural significance, including institutions such as the education system, the government, and the political and social issues in the target culture</li> <li>• Topics of social and personal interest such as music, literature, the arts, and the sciences</li> </ul>

Adapted from *Articulation & Achievement Project*, 1996.

The following chart provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

**Visual Representation of Anticipated Performance Outcomes  
as described in the  
*ACTFL Performance Guidelines for K-12 Learners***



Descriptors of student language use found in the *ACTFL Performance Guidelines for K-12 Learners* are based on information gathered from foreign language professionals representing a variety of programs and articulation sequences. They are appropriate for languages most commonly taught in the U.S. and assume a sustained sequence of standards-based and performance-based language instruction. To attain the level indicated above for grades K-8 requires students to be enrolled in elementary programs that meet from 3-5 days per week for no

less than 30 minutes per class, and in middle school programs that meet daily for no less than 40 minutes per class (ACTFL, 1998).

There are many variables for student learning. A student who begins second language study in the early elementary grades and continues an uninterrupted sequence of study will advance further than a student who begins in high school. However, the expectations for performance at any stage may be attained over different periods of time depending on such factors as:

- Age of the learner;
- Varying learning speeds and learning styles of learners;
- Methodology employed;
- Abilities and interests of the instructor;
- Scheduling patterns of the language program;
- Scope and sequence of the language program; and
- Authenticity of the cultural environment and materials.

The cumulative progress indicators found in this document reflect an **uninterrupted** sequence of language study. Teachers will consequently need to modify the content and related language activities in the world language program to effectively address the cumulative progress indicators dependent upon the student's age and when he/she begins the study of a particular language. For example, the novice stage applies to all students beginning to learn a second language. This may occur at any age. The novice stage may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program depending upon the factors listed above. This has important implications for curriculum design and development. Language learning activities should consistently be cognitively engaging, intrinsically interesting, and age-appropriate for the learner.

### Multiple Entry Points

It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to begin study at predetermined points. In the early grades, districts are often only able to offer a limited number of languages due to staffing constraints and/or the size of the schools, but in the middle and high school years provisions for other languages can be made. It would not serve learners if the effort to have extended sequences resulted in districts offering only one language K-12.

Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

Another reason for multiple entry points is that New Jersey has a highly mobile population and students will enter schools coming from other districts or states where they have had no previous study of a world language or studied a language not offered in their current district. Schools will need to have options for these students to begin the study of a language later in the sequence. Chapter five of *The New Jersey World Languages Curriculum Framework* provides additional information on this concept of multiple entry points and also on the concept of language layering (the study of a second world language while continuing to study the first world language).

### **Meeting the Needs of All Students**

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

It is time to dispel the myth that students who tend to encounter difficulties with learning in general will not be successful language learners. Research on how children learn languages justifies the inclusion of all students in the world language classroom. Findings indicate that all students can benefit from learning another language and culture when instruction is based on second language acquisition theories and appropriate methodology and materials are used.

As with all learners, teachers of students with special needs should accommodate for differences in learning styles, rates of learning, and areas of relative strength or weakness. Consequently, teachers should assess individual progress, emphasizing the student’s ability to understand and convey a message, rather than focusing on the disability. If a student’s disability entitles him/her to receive special education services, the study of world languages should be included in the student’s Individualized Educational Plan (IEP), wherein appropriate modifications are delineated.

High expectations for all students form a critical part of the learning environment. The belief of teachers, administrators, and parents that a student can and will succeed in learning a world language often makes it possible for that student to succeed. Non-college bound students and special needs students will have as many opportunities to use their knowledge of a world language in their community, and within the workplace, regardless of their chosen career paths.

### **Revised Standards**

In May 1996, the New Jersey State Board of Education adopted two world languages standards. This represented a key moment in the “evolution” of the study of world languages in New Jersey. World languages was then recognized as an essential component of the core curriculum for all students.

The goals of the new world languages standards are essentially the same as the 1996 version. However, the standards are different in that:

- The standards and cumulative progress indicators reflect more clarity and specificity.

- The standards are organized according to the modes of communication (interpretive, interpersonal, and presentational) that place emphasis on the context and purpose of communication.
- The standards and cumulative progress indicators emphasize connections with other core content areas to facilitate contextualized and purposeful language learning and to prepare students for the workplace.
- The cumulative progress indicators reflect student expectations at the Novice, Intermediate, and Pre-Advanced learner ranges as outlined by the *American Council on the Teaching of Foreign Languages Performance Guidelines for K-12 Learners*.
- The standards include expectations at grade 2 as well as at grades 4, 8, and 12.
- The standards are intended to serve as clear guides for the development of local and state assessments.

The New Jersey standards reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. These standards were developed to reflect the latest research on second language acquisition and best practice for instructional methodologies and assessment. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools.

### Standards and Strands

There are two standards, each of which has three lettered strands followed by cumulative progress indicators for each strand at benchmark levels 2, 4, 8, and 12. These standards and their associated strands are:

#### 7.1 Communication

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

#### 7.2 Culture

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

**Bulleted items** below cumulative progress indicators delineate content material or concepts addressed in a particular indicator. Examples that follow content bullets are suggested topics that may be incorporated into thematic teaching. The focal point for a thematic center may be a topic from the grade level curriculum or it may be drawn from the literature or culture of the language taught.

The standards set forth here presume that the **sequential study of a language for an extended period of time** is the ideal for achieving the highest levels of performance in the two content standards and related cumulative progress indicators.

To summarize, the standards:

- Envision New Jersey students who are fully prepared for the demands of an interdependent world.



- Present a departure from the traditional grammar-based approach to instruction.
- Acknowledge that in each world language classroom, there is a diverse pool of talent and potential.

### References

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**STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.**

**Descriptive Statement:** The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- ***The Interpretive Mode.*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.”
- ***The Interpersonal Mode.*** Students engage in direct oral and/or written communication. Examples involving “two-way”, interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode.*** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one-to-many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

**The Communicative Modes and the Study of Classical Languages.** Students and teachers of classical languages, such as Latin and ancient Greek, are primarily concerned with the interpretation of texts and historical/cultural understanding and therefore concentrate their study in the *interpretive* mode. They may occasionally give some attention to the oral dimensions of the classical languages, or may ask students to make presentations in the language they study as a way of strengthening language knowledge and use.

**The Communicative Modes and the Study of Non-European Languages.** Students engaging in conversations and negotiations (interpersonal mode), interpreting speeches, texts or films (interpretive mode), or making oral and written presentations (presentational mode) in non-European languages must incorporate a high degree of cultural knowledge to achieve the modes of communication in the communication standard. The amount of cultural knowledge required thus presents a stronger challenge for these students than for English speakers who study European languages.

**The Communicative Modes and Heritage Language Speakers.** Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often they can carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

### **Novice-Mid Learner Range**

**According to ACTFL, students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend brief oral exchanges on familiar topics.
  - Grade level appropriate health topics (e.g., wellness, feelings and emotions)
  - Grade level appropriate science topics (e.g., weather and seasons)
5. Connect the learning of the target language to information studied in other core content areas.
  - Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)
  - Grade level appropriate health topics (e.g., nutrition and food groups)
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
  - Recognition of key words
  - Main idea

#### **B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.

3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
  - Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)
  - Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)
  - Grade level appropriate science topics (e.g., plant and animal characteristics)
5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

**C. Presentational Mode (spoken or written communication for an audience)**

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics.
  - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)
  - Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
  - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)
4. Name and label tangible products and imitate practices from the target culture.
  - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)
  - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

**Novice-High Learner Range**

According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
  - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
  - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
  - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
  - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

**B. Interpersonal Mode (direct oral or written communication)**

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
  - Grade level appropriate math concepts (e.g., buying/selling transactions)
  - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
  - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
  - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

**C. Presentational Mode (spoken or written communication for an audience)**

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.

4. Tell or write about products of the target culture and simulate common cultural practices.
  - Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures)

### **Intermediate-Low Learner Range**

**According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
  - Eye contact and interpersonal social distance
  - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
  - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
  - Academic and social interests
  - Current or past issues and events at home or in the target country
5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
  - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
  - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
  - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
  - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)

6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
7. Compare and contrast unique linguistic elements in English and the target language.
  - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

### **B. Interpersonal Mode (direct spoken or written communication)**

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
  - Reactions to an incident occurring in school or an event taking place in the school, community, or world
  - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
  - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
  - Grade level social studies topics (e.g., family celebrations and coming of age customs)
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
6. Identify professions and careers that require proficiency in a language other than English
  - Career preparation skills needed to engage in these professions

### **C. Presentational Mode (spoken or written communication for an audience)**

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
  - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
2. Use language creatively in writing to response to a variety of oral or visual prompts.
  - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

- Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
- 4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
  - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

### **Pre-Advanced Learner Range**

**According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
  - Persuading, negotiating, offering advice
3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
4. Synthesize information from oral and written discourse dealing with a variety of topics.
  - Television and cinema presentations
  - Teen and adult social interactions
  - Trends in education and business
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
  - Grade level appropriate social studies topics and career education and consumer, family and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
6. Analyze and critique readings from authentic texts and/or from a variety of art genres.
  - Main ideas, theme and supportive details
  - Roles and significance of main characters
  - Use of figurative language (e.g., symbolism, connotation and denotation)
7. Analyze elements of the target language and comparable linguistic elements in English.
  - Influence of languages on each other



- Syntax and morphology

**B. Interpersonal Mode (direct spoken and written communication)**

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
  - Grade level appropriate health topics (e.g., explaining and supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a school-wide problem such as harassment due to gender or sexual orientation)
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
  - Grade level appropriate career education and consumer, family and life skills activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
  - Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
  - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections.
  - Reflection of target culture in text
  - Purpose, message and style of the author
  - Use of figurative language
  - Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.
  - Grade level appropriate career education and consumer, family, and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

**C. Presentational Mode (spoken and written communication for an audience)**

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
  - Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
  - Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
  - Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)

2. Use language creatively in writing for a variety of purposes.
  - Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)
3. Explain the structural elements and/or cultural perspectives of authentic selections.
  - Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)
4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
  - Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)
  - Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

**STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.**

**Descriptive Statement:** With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller, more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students, and forms the foundation for student achievement of the culture standard in this document.

***Cultural Products.*** The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

***Cultural Practices.*** The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

***Cultural Perspectives.*** As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that* way" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal, and presentational.

### **Novice-Mid Learner Range**

**According to ACTFL, students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.**

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Identify daily practices of people in the target culture(s).
2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.
3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.
4. Identify distinctive cultural products of the target culture(s).

**B. Interpersonal Mode (direct spoken and written communication)**

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Reproduce a variety of tangible products typical of the target culture(s).
2. Identify and reproduce expressive products typical of the target culture(s).
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).

**Novice-High Learner Range**

According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

**B. Interpersonal Mode (direct spoken and written communication)**

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

**Intermediate-Low Learner Range**

**According to ACTFL, students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.**

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).
3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

**B. Interpersonal Mode (direct spoken and written communication)**

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

### **Pre-Advanced Learner Range**

**According to ACTFL, students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.**

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues.
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

**B. Interpersonal Mode (direct spoken and written communication)**

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

**C. Presentational Mode (spoken and written communication for an audience)**

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.